

JOURNEYING TOGETHER

DIRECTOR'S ANNUAL REPORT 2018-2019



Hamilton-Wentworth
Catholic District School Board

Believing. Achieving. Serving

MISSION & VISION

MISSION

The mission of Catholic Education in Hamilton-Wentworth, in union with our Bishop, is to enable all learners to realize the fullness of humanity of which Our Lord Jesus Christ is the model.

The Catholic Community of Hamilton-Wentworth believes the learner will realize this fullness of humanity if the learning process

- begins at home and is part of family life
- is nurtured in the Parish
- is anchored in the Catholic Faith
- takes places within the context of worship, sacraments, and the life of the Church
- is enhanced by the school community
- is embraced by the learner as a personal responsibility for life

If learning takes place in an appropriate and challenging environment

- in which members of the school community exemplify the teachings of Jesus Christ
- which reflects Gospel values and responsible use of human, financial and natural resources
- which promotes academic excellence and clear indicators of achievement

VISION

Learners from Hamilton-Wentworth Catholic Schools will demonstrate:

- knowledge and practice of their Catholic Faith
- the capacity of nurturing a strong family unit
- esteem, respect and responsibility for self and others
- academic competence
- the ability to listen accurately and express knowledge clearly
- independence, critical thinking and effective problem solving
- proficiency with technology in order to adapt to a changing world
- the values, attitudes and skills for effective partnerships
- the ability to transform our society

To enable learners to achieve this vision, the faith community of the Hamilton-Wentworth Catholic District School Board will reflect

- the centrality of Jesus Christ in our lives
- the teachings of the Catholic Church
- exemplary role models
- social justice, respect and fairness for all
- a dedicated staff
- a curriculum that is dynamic, practical and relevant
- high standards
- an environment conducive to learning
- effective partnerships
- accountability at all levels



A MESSAGE FROM

THE DIRECTOR OF EDUCATION



In 2019, the Hamilton-Wentworth Catholic District School Board initiated a large-scale consultation into the development of its 2019-2022 Multi-Year Strategic Plan (MYSP). The consultation followed the installation of a new Board of Trustees, among whose many mandates it is to support the development and monitoring of a short-term plan.

The consultation, named “Journeying Together,” invited input from the board’s various stakeholders into the three priority areas of ‘Believing, Achieving, Serving’ – areas which have guided our efforts over the past many years.

The input was collected through face-to-face and townhall meetings and through Thoughtexchange, an online platform which enabled the board to identify “top thoughts” and common themes. While this year’s consultation used a new collection system, the process itself was far from new. For more than 160 years, the board has been “journeying together” with our parents and partners to provide a quality, Christ-centred education to our children and youth. It’s a journey that has been supported and strengthened by our shared values and commitment to provide the best possible education and learning environments for current and future generations of students.

Our activities in support of this important goal are chronicled in detail in this year’s Director’s Annual Report. Our success in 2018-2019 would not have been possible without the commitment, dedication and hard work of our principals, teachers, administrators, trustees, parent and staff. To those who have journeyed with us, I offer my sincere thanks.

A handwritten signature in black ink, appearing to read 'David Hansen', with a long horizontal flourish extending to the right.

David Hansen
Director of Education

A MESSAGE FROM

THE CHAIRPERSON



"Journeying Together," the Multi-Year Strategic Planning (MYSP) consultation undertaken in April 2019 to inform future directions for the board, unfolded as the Province of Ontario announced its own consultation into a new vision for education.

For the HWCDSB, the consultation was less about creating a new vision, and more about recommitting to our existing mission/vision for Catholic education. The MYSP is the means by which we do that. An MYSP is important at any time, but even more so in times of fiscal restraint and change. The consultation came at a pivotal time in the board's history as we continue to renew the promise of publicly funded Catholic education. The exercise has shown us that, although the 2,000-year mission of Catholic education has remained unchanged, the strategies by which we realize our mission are in need of review and, in some cases, change.

The MYSP consultation of the past year has been an opportunity for us to take a step back and identify those areas, supported by input from our stakeholders, that are most important for the board to deliver on its Mission and Vision. We learned what our stakeholders value most about the programs and services provided by the board, and offered insight into what we can do better to prepare our students for the challenges and opportunities of the future.

We're well on our way, as this Director's Annual Report shows.

In closing, I would like to recognize and thank our Director of Education David Hansen, system and school leaders, teachers, staff and students throughout our board for their commitment to renew and reflect the promise of Catholic education.

A handwritten signature in black ink, appearing to read 'P. J. Daly', with a stylized flourish at the end.

Patrick J. Daly
Chairperson of the Board

2015-2018

MULTI-YEAR STRATEGIC PLAN

Our current Multi-Year Strategic Plan 2015-2018 was approved by the Board of Trustees in February 2016 and followed months of stakeholder consultations, qualitative research coding and analysis, and incisive planning to articulate a clear vision and strategic direction for the Hamilton-Wentworth Catholic District School Board.

The plan, in its final year of implementation, was built around the three priority areas identified in the board's motto, 'Believing, Achieving, Serving.'

- **Believing: Nurturing Our Catholic Community**
- **Achieving: Student Achievement & Well-being**
- **Serving: Stewardship – Effective Management of Resources**

It offered a solid internal consistency between the stated values of the HWCDSB and the strategies needed to ensure that our students learn and grow in a Christ-centred learning environment.

Monitoring reports, presented at monthly meetings of the Board, highlighted areas of focus for each of the priority areas, the strategies by which they were achieved, updates and revisions to the plan to reflect changing realities, and short- and long-term outcomes, supported by data, by which the board measured its success.

Consultations into the development of a Multi-Year Strategic Plan 2019-2022 began in April 2019 under a new Board of Trustees 2018-2022. The new plan will be unveiled in 2019-2020.



BELIEVING:

NUTURING OUR CATHOLIC COMMUNITY



“Christ is the foundation of the whole educational enterprise in the Catholic School ... Without constant reference to the Gospel and a frequent encounter with Christ, the Catholic school loses its purpose”

(The Catholic School, The Sacred Congregation for Catholic Education, 1977, #34, #55)

Educating students in a Christ-centred learning environment is at the core of Catholic Education. The focus of this strategy is to ensure that our schools deliver on the Mission of the HWCDSB to enable all learners to realize the fullness of humanity of which our Lord Jesus Christ is the model. This priority includes religious education instruction, faith formation, prayer, worship, Stewardship of Creation, Christian Service and a focus on the preferential option for the poor.

EQUAL OPPORTUNITIES INITIATIVE

The Equal Opportunities Initiative was established in 2006 to mitigate the effects of socio-economic disadvantage on student learning through targeted

intervention strategies, including tutoring services, additional learning resources and supports, subsidized before-and after-school programs, out-of-school learning experiences and school nutrition programs. The initiative is a concerted effort to build strong community partnerships and coordinate programs and services that will ensure Equal Opportunities schools meet the needs of the communities they service.

CHRISTIAN SERVICE

Christian Service has been a long-standing tradition within the Hamilton-Wentworth Catholic District School Board, long before community service hours were legislated by the Ontario Ministry of Education as a mandatory requirement for graduation. The Christian Service Hours Graduation Requirement not only fulfills the Ministry's 40-hour secondary school

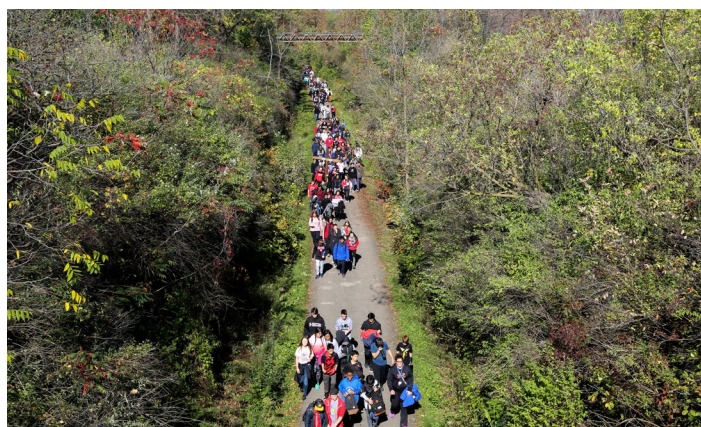
graduation requirement but more importantly, provides students with an opportunity to follow in the footsteps of Jesus, deepens their understanding of civic responsibility, and inspires in them a lifetime commitment to service. In summer 2018, a 40x40 Christian Service Hours Program was piloted in the HWCDSB to provide newly graduated Grade 8 students with an opportunity to complete their 40 hours of Christian Service prior to entering Grade 9. In 2017-2018, Grade 12 students on average completed 84 Christian Service hours. The number of active Grade 12 students above 40 hours totalled 1,962. Ninety percent of students completed their Christian Service hours by the end of the school year.

PILGRIMAGE

Close to 3,000 students and staff participated in the 15th annual “Walk with Christ: Justice for the Poor” Pilgrimage on October 14, 2018, raising approximately \$30,000 for development projects in Uganda, Haiti and the Dominican Republic. The Pilgrimage was developed as an opportunity for students to participate in authentic Christian witness by walking in solidarity with, and through fundraising, improving living conditions for people in the Global South. Since its inception, the Pilgrimage has raised more than \$650,000 to support development projects and emergency relief in some of the world’s poorest countries.

RELIGIOUS EDUCATION LITERACY

Grade 6 “Growing in Faith, Growing in Christ” Religious Education resources were purchased in print and digital format in June 2019 for system-wide implementation in the 2019-2020 school year. The resources are approved by the Assembly of Catholic Bishops of Ontario for use in Catholic schools to engage elementary students in the exploration and appropriation of Religious Education knowledge and content. To date, the board has purchased the full print and digital district “Growing in Faith, Growing in Christ” implementation package for Grades 1-6. Grade 7 and Grade 8 materials will be available in May 2020 and May 2021, respectively.



EQUITY & INCLUSIVE EDUCATION

It is the policy of the Hamilton-Wentworth Catholic District School Board to provide in all its operations an educational environment which supports and enables diversity within its Catholic community. The Equity and Inclusive Education policy, implemented in April 1993, identifies eight areas of focus by which the board promotes and maintains a Catholic educational and working environment which fosters racial and ethno-cultural understanding consistent with its denominational rights.

This safe, welcoming and accepting school climate is supported by the Safe Schools policy which recognizes that “all students should feel safe at school and deserve a positive school climate that is inclusive and accepting regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability” (Bill 13 Accepting Schools Act, 2012).

Initiatives of the past year in support of safe, welcoming and accepting school communities include bullying prevention and awareness activities, school-based Diversity Clubs, Black History Month celebrations, the Holodomor Mobile classrooms, Indigenous Education, Orange Shirt Day, elementary and secondary diversity conferences, a Secondary Student Leadership Retreat, and the 50th anniversary celebration of “Each Belongs.”

CHRISTIAN MEDITATION

Christian Meditation was first introduced in 2010 and has since become a targeted action in the Board Improvement Plan to promote prayer and worship in HWCDSB schools. Teacher training is overseen by a Christian Meditation Leadership Team to ensure that the practice remains firmly rooted within the Catholic tradition. A key area of focus in 2018-2019 was the development of increased Christian Meditation opportunities for staff. Activities of the past year included overnight retreats, after-school staff mini-retreats, monthly sessions for retired teachers, and Christian Meditation prayer at General Principal Meetings.



FAITH DAY

Faith Day was developed as an annual professional development opportunity to support the faith formation of staff through prayer, knowledge building, personal reflection and group discussion. On December 7, 2018, a Faith Day, focused on the Ontario Catholic Bishops' Pastoral Letter for Catholic Education, *Renewing the Promise*, invited elementary and secondary school staff to reflect on how the encounter with Jesus – the promise of Catholic education – can and does take place, each and every day, in our Catholic schools.

LEARNING WITH FAITH

In 2018-2019, HWCDSB principals undertook a review of the 1997 document, "Learning With Faith: Our Catholic School Identity" as part of the board's monitoring activities to ensure that the necessary resources and most effective strategies are being directed to programs in support of Catholic curriculum, charism and culture. "Learning With Faith" continues to be a primary resource by which school communities reflect on how fully they realize their mission and witness to their calling.

STEWARDSHIP OF CREATION

The Ontario EcoSchools continues to be the primary tool through which HWCDSB schools practice Stewardship in Creation. The program is integrated with, and builds on, the Ontario academic curriculum, and engages students, staff, school administration and parents in an effort toward responsible stewardship through the development of green teams and green practices. Of the 51 schools that applied for accreditation in 2018-2019, eight schools achieved platinum level certification, 29 gold, 13 silver and one bronze. Bishop Ryan Catholic Secondary School became the first secondary school in the HWCDSB to be platinum certified. In order to elevate its green status, the school's Eco Team focused on planting pollinator gardens, growing bee colonies, and raising Monarch butterflies. Students also planted over 800 trees in the month of October as part of local sustainability efforts.



ACHIEVING:

STUDENT ACHIEVEMENT & WELL-BEING



“The Catholic school aims at academic excellence in every area without excluding God from one area.”

(Archbishop Philip F. Pocock)

This priority reflects our call to educate and nurture all learners to achieve their full potential to transform their communities. This priority includes curriculum, assessment and instructional strategies. It is realized through a focus on the whole student in which academic achievement is supported by attention to the cognitive, mental, emotional, social, spiritual and physical well-being of each student.

The ‘Achieving’ priority is supported by the HWCDSB Board Improvement Plan for Student Achievement, HWCDSB Math Task Force Report, HWCDSB Mental Health Strategy, and HWCDSB Special Education Plan.

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

The Board Improvement Plan for Student

Achievement (BIPSA) serves as the operational framework for the board’s Multi-Year Strategic Plan and provides specific goals and targeted actions to support student achievement in the three pillars of ‘Believing, Achieving, Serving.’ The plan includes monitoring and data sources that are collected throughout the school year to show evidence of student achievement and well-being.

CATHOLIC SCHOOL EFFECTIVENESS FRAMEWORK: CATHOLIC SCHOOL STUDENT ACHIEVEMENT VISITS

The Catholic School Student Achievement Visits (CSSAV) process was created to support the

implementation and monitoring of School Improvement Plans (SIP) in relation to the broader Board Improvement Plan for Student Achievement (BIPSA). Partner schools were grouped into learning pods to share and discuss school findings and learning, adjust SIP goals and share best practices in support of student achievement. Ten elementary and two secondary schools participated in CSSAV's in 2018-2019.

MENTAL HEALTH

Anti-bullying, life promotion/suicide prevention and student voice – priorities identified in the Board's 2017-2018 Mental Health Action Plan – continued to be important considerations in the development of the 2018-2019 plan which further identified anxiety management, substance use and addictions, and student engagement as areas of focus for the school year. In 2018-2019, the HWCDSB was the first school board in the province to pilot PREVNet's "Bullying Prevention: Tools for Educators" workshop series. In May 2019, school Mental Health and Addictions leadership teams participated in PREVNet evidence-based workshops which focused on whole-school approaches to address and reduce bullying and identify children and youth at risk of bullying victimization. In other professional development, Child and Youth Workers were trained in "Stress Lessons," social workers received Cognitive Behavioural Therapy (CBT) certification and select staff members received training in substance use and addictions. The board's policy on tobacco free schools was updated to include cannabis and vaping.

A new three-year HWCDSB Mental Health and Addictions Strategy, 2019-2022, undertaken in the spring of 2019, will align with the Board Improvement Plan for Student Achievement and incorporate "Tell Them From Me" survey findings as well as feedback from the Leading Mentally Health Schools Reflection Tool, Early Years/Middle Years Development Instruments (EDI and MDI), Mental Health and Addiction leadership teams, and a Student Wellness Forum.



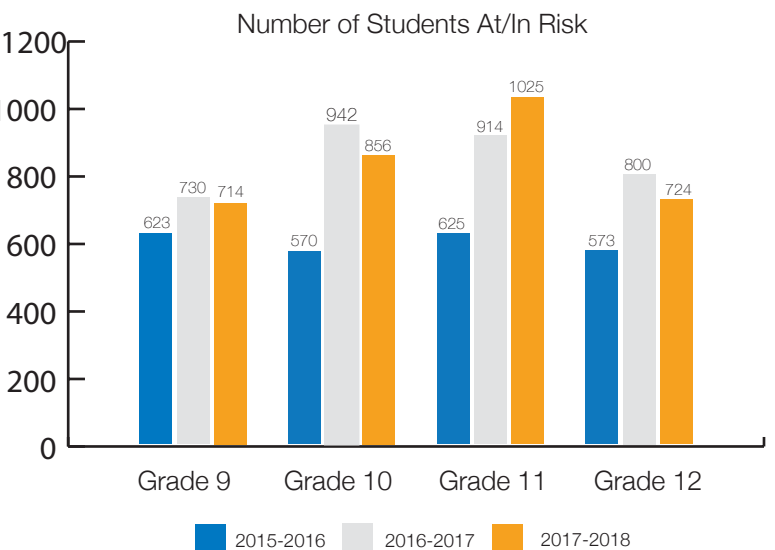
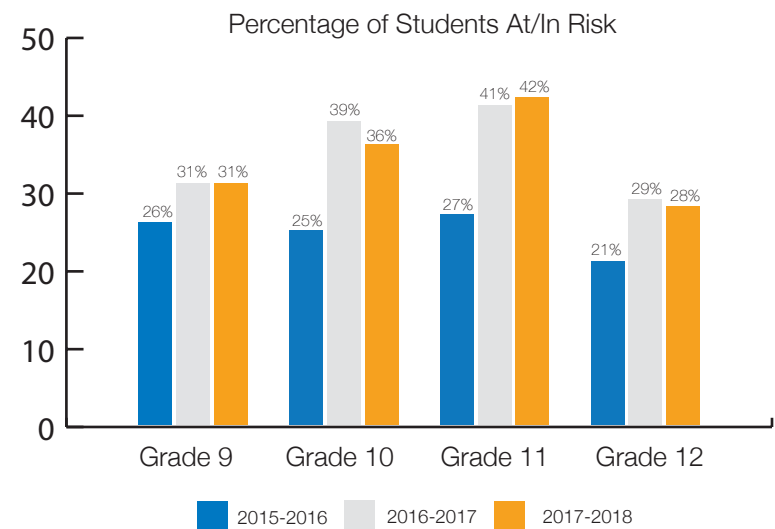
STUDENT SUCCESS

The Student Success Initiative, implemented in 2003, is premised on the understanding that students can succeed in their chosen pathway, given the appropriate resources and supports. Student Success Teams have been established at all of the board's secondary schools to identify and implement interventions by which to address student learning gaps, particularly in at/in-risk students.

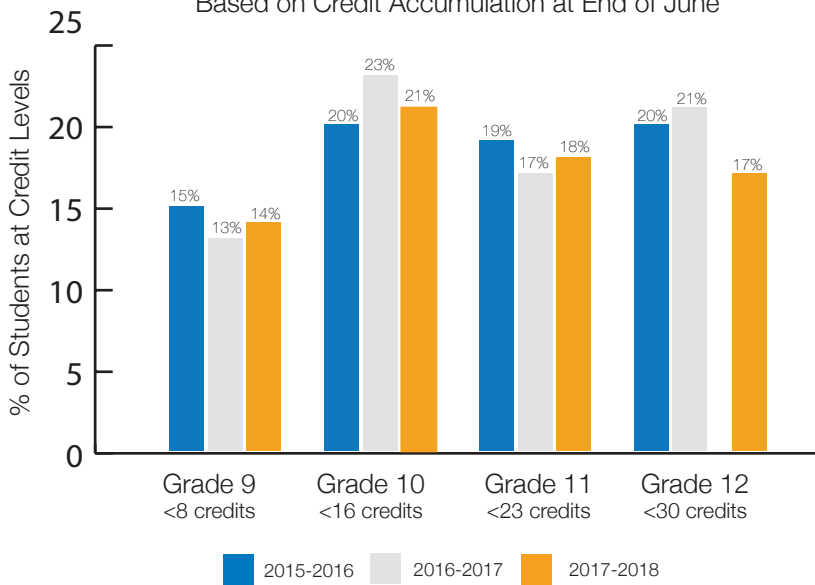
Resources and programs in support of student achievement include OSSLT/EQAO preparation courses, Settlement Workers in Schools (SWIS), the Gap Closing Math Course, myClass/LMS online resources, Credit Recovery programs, Notre Dame House School, Program to Assist Student Success (PASS)/Student Opportunity to Achieve Re-entry (SOAR), Supervised Alternative Learning (SAL),

School Within a College (SWAC), St. Martin's Manor, Wilma's Place, Native Youth Advancement With Education Hamilton (NYA:WEH), Dual Credits, Co-operative Education, the Specialist High Skills Major (SHSM) program, AP Advanced Placement courses, and community building/transition programs.

Progress is measured by credit accumulation, pass rates in compulsory Grade 9 and 10 credits, literacy assessment results, grad rate, attendance, and annual leaver rates. Through the MISA (Managing Information for Student Achievement) Initiative, the board has been able to build capacity in the area of data collection and management, human resources and technology. Data is used extensively to track student performance and attendance, enabling early intervention by school Student Success Teams.



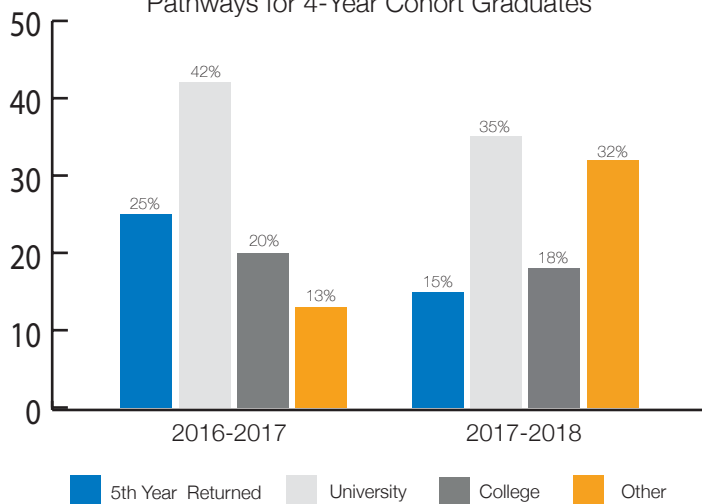
Students at Risk of Not Graduating
Based on Credit Accumulation at End of June



CREDIT RECOVERY COURSES

The number of students taking Credit Recovery courses has more than doubled over the past three years, from 88 in 2015-2016 to 189 in 2017-2018. The number of credits earned in 2017-2018 was 270 credits, which represents an increase of 69% from 2015-2016 data.

Post-Secondary Pathway Trends
Pathways for 4-Year Cohort Graduates



DUAL CREDIT PROGRAMS SUPPORTING SHSM & OYAP

A new dual credit delivery model was introduced in 2017-2018 offering dual credit rescue courses at two secondary schools. The model enabled students to take a college course at the secondary school after regular school hours. The course provided students at risk of not graduating an opportunity to achieve a credit to get back on track to graduate with their peers, and to develop an understanding of college and the strategies and skills required to succeed in a post-secondary environment. 259 students enrolled in dual credit programs in 2017-2018; of those, 138 graduated high school and 91 continued their studies at the college level.



Compulsory Pass Rates 2014-2018
Pass Rate Compulsory Courses

Grade	2014-2015	2015-2016	2016-2017	2017-2018
9	96%	95%	96%	95%
10	95%	94%	95%	95%
11	92%	91%	92%	92%
12	94%	94%	95%	95%

INDIGENOUS EDUCATION

Indigenous Education continues to be an area of focus in the HWCDSB Board Improvement Plan for Student Achievement. The strategy aims to support the achievement of and improve opportunities for Indigenous students as well as to enhance the knowledge and awareness of all students about Indigenous histories, cultures, perspectives and contributions. Activities of the past year focused on engagement and awareness building through the creation of Indigenous Gathering Spaces, Commemorative Awareness Days, Indigenous Games, a Lacrosse Culture & Connections workshop; teacher in-services on the Indigenous Education curriculum; and the use of data to support student achievement. Programs are implemented through the board's Indigenous Education Lead in collaboration with the local Indigenous Education Advisory Council and the various Indigenous communities. One hundred and forty elementary, 71 secondary and 11 Continuing Education students self-identified in 2017-2018.



EQAO

2018-2019 EQAO results for the HWCDSB showed that Grade 3, Grade 6, Grade 9 and Grade 10 students continue to achieve to a very high standard. Math remained an area of concern, a trend that is mirrored throughout the province. Targeted actions in support of math achievement included a full-day, school-wide P.A. Day on the Fundamentals of Math, the hiring of seven elementary and one secondary

Math Special Assignment Teachers (MSATs), and job-embedded professional learning for teachers.

A Grade 9 Gap Closing for Mathematics (GLE 10M) Course, implemented in 2014, has been successful in closing learning gaps and supporting students' math achievement. Of the three cohorts of students who completed the GLE 10M course, 86% continued to Grade 9 applied mathematics with a 91% pass rate, and 12% continued to Grade 9 academic mathematics with a 95% pass rate.

GRADE 3						
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Reading	HWCDSB Province	74% *EC	77% 72%	80% 74%	79% 75%	80% 74%
Writing	HWCDSB Province	80% *EC	82% 74%	80% 73%	78% 72%	76% 69%
Math	HWCDSB Province	68% *EC	69% 63%	69% 62%	66% 61%	65% 58%

*EC - Due to exceptional circumstances, provincial data is unavailable

GRADE 6						
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Reading	HWCDSB Province	81% *EC	81% 81%	81% 81%	84% 82%	83% 81%
Writing	HWCDSB Province	83% *EC	84% 80%	82% 79%	85% 80%	86% 82%
Math	HWCDSB Province	52% *EC	48% 50%	47% 50%	54% 49%	49% 48%

GRADE 9						
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Academic Math	HWCDSB Province	83% 85%	82% *EC	83% 83%	83% 83%	79% 84%
Applied Math	HWCDSB Province	44% 47%	42% *EC	46% 45%	41% 44%	38% 44%

GRADE 10						
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
OSSLT	HWCDSB Province	83% 83%	80% 82%	80% 81%	79% 81%	79% 80%

GRAD RATE

4 and 5-year graduation rates for students from the 2012-2013 Grade 9 cohort are 86% and 90% respectively. This represents an increase from the 2011-2012 cohort which showed a 4-year grad rate of 83% and a 5-year grade rate of 89%.

SPECIAL EDUCATION

In 2019, the HWCDSB marked the 50th anniversary of “Each Belongs,” a philosophy of inclusive education that supports the full integration of students with special education needs into mainstream schools. A celebration in May 2019 not only honoured the board’s rich history of “Each Belongs” but the legacies of the many individuals who paved the way to full inclusion, and recommitted to the board’s mission “to enable all learners to realize the fullness of humanity as modelled by our Lord, Jesus Christ.” More than 3,700 students with special education needs attend HWCDSB schools.

The HWCDSB’s Special Education Plan and accompanying Parent/Guardian Guide are reviewed every two years, as required by the Ministry, to ensure that programs and services continue to meet the needs of exceptional students. The 2018-2019 plan included new positions, specifically a Board-Certified Behaviour Analyst, a Child & Youth Worker and a Transition Coordinator.

In 2018-2019, the board was chosen to pilot an ASD program aimed at improving school-based supports for students with ASD. A dedicated space for external Applied Behaviour Analysis (ABA) practitioners was created at St. Michael Catholic Elementary School to deliver onsite ABA services to students with ASD. End-of-the-year findings showed a marked reduction in the number of transitions for children throughout the day and a reduced burden on families. The pilot also provided online ABA training for Educational Assistants to improve their capacity to support students with ASD. Twenty-five staff participated in the 40-hour training in 2017-2018.

A Transitions: Supported Work Experience Program has been in place since 1984 to support students with special educational needs in transitioning from school to a meaningful, adult community engagement activity (employment, volunteering and daily living). Through learning profiles and personal knowledge of the students, the Transition Coordinator and EA Job Coaches work with secondary SERTs to match the interests and strengths of the students with an appropriate and relevant placement. During 2018-2019, 61 students from all seven HWCDSB secondary schools participated in the supported work experience, 23% in volunteer positions, 36% in employment skill development programs, 7% in the Community Integration through Cooperative Education (CICE) program at Mohawk College, and 34% in day programs.



EARLY YEARS

Recognizing that the Early Years are an essential building block for later success, the HWCDSB has implemented a number of strategies to support students' long-term learning outcomes. Through early interventions such as the Reading Recovery™ program and Literacy Resource Intervention, teachers are able to identify early gaps in literacy acquisition and, through targeted instruction, bring low performing students up to grade level reading and writing. In 2017-2018, a total of 164 Grade 1 & 2 students participated in Reading Recovery™ with 100% of Grade 1's achieving the benchmark target in reading and 90% of Grade 2's achieving gains in reading and writing. The Literacy Resource Intervention was offered to 45 Kindergarten, 175 Grade 1 and 75 Grade 2 students in 2017-2018. Over an average of 5 weeks of intervention, Kindergarten students increased text levels from 0.6 to 1.67, while Grade 1 students increased by 7 text levels after 15 weeks of intervention and Grade 2 students by almost 5 levels in 6.8 weeks of additional support.

Additionally, the board's Primary Speech & Language Support Centre (PSLC) provided intensive speech and expressive language instruction to 28 primary students with an identified language impairment and/or speech impediment over a 10-month placement. A 3-year longitudinal review for 2015-2018 showed that by the end of the placement, 25 of the 28 students no longer presented a communication exceptionality. Moreover, students' reading levels increased 4.5 to 11.2 levels.



FRENCH IMMERSION

A French Immersion program review was initiated in the fall of 2018 to examine French Immersion school accommodation pressures and to identify possible expansion sites. In January 2019, the HWCDSB approved the expansion of elementary French Immersion schools from 3 to 5, beginning in September 2019. The program expansion is the first in 25 years of program delivery in the HWCDSB where French Immersion kindergarten enrolment has more than doubled in the past six years. Elementary French Immersion enrolment totalled 1,208 students in 2018-2019. At the secondary level, 56 Grade 12 students in Core French and French Immersion successfully challenged the DELF (Diplôme d'études en langue française) exam. A secondary French Immersion program at Cathedral High School is attended by 157 students.

STEAM

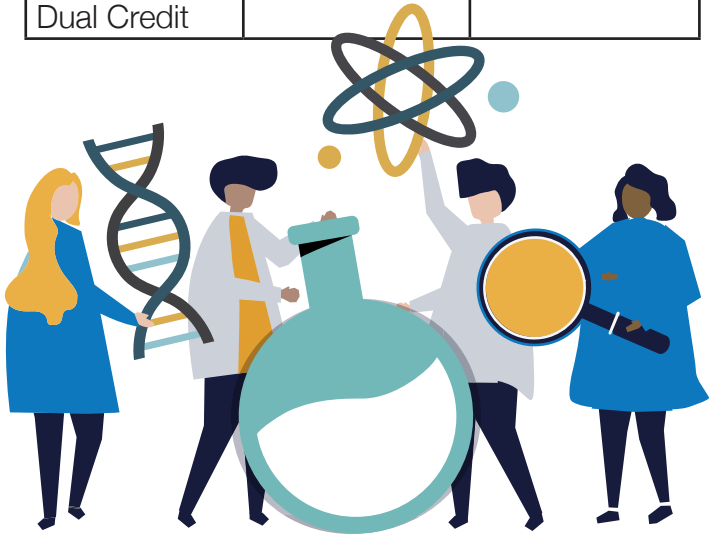
Pathways programming is a school-wide initiative to provide authentic learning expectations, both in and outside of the classroom. Science, Technology, Engineering, Arts & Mathematics (STEAM) programming integrates core curriculum content with experiential learning, extra-curricular activities and real-world applications. The goal is to help students develop sector-specific knowledge and skills to prepare them for ongoing learning and future careers and life opportunities. Elementary STEAM activities include FIRST Lego League, school coding clubs, a Let's Talk Science Grade 6 Project, the annual System Science and Engineering Fair, STEAM experiential learning opportunities, career days/fairs and summer Maker and Exploration Camps. Secondary programs are designed to support students in the exploration of post-secondary destinations and careers in the areas of STEAM, and include Specialist High Skills Major (SHSM), Ontario Youth Apprenticeship Program (OYAP), dual credit courses through Mohawk College, and FIRST school robotics teams.



SPECIALIST HIGH SKILLS MAJOR

The HWCDSB currently offers 43 SHSM programs in 12 sectors at its seven secondary schools. SHSM enrolment in 2018-2019 totalled 1,779, with 48% of students enrolled in Health & Wellness programs. The board's overall SHSM footprint in 2018-2019 was 32.4% compared to 16% provincially. 42.7% of females and 20.1% of males in Grades 11 and 12 were enrolled in a SHSM program in 2018-2019. An Advanced Manufacturing SHSM program was offered at two HWCDSB secondary schools in partnership with ArcelorMittal Dofasco and Mohawk College to address the shortage of skilled workers. In addition to the current advanced manufacturing program, there is an opportunity for staff and students to obtain industry accreditation through the Manufacturing Skills Standard Council (MSSC). The certification training modules provide students and staff with core technical skills and knowledge in the areas of safety, quality and measurement systems, manufacturing processes, maintenance, and green production. The program provides HWCDSB teachers with industry accreditation as examiners in order to deliver the course content. 2018-2019 also saw the continuation of the SHSM Pedagogy B4 Technology Project, which first began in 2016-2017 to leverage digital tools to improve teaching and learning. Teachers reported an improvement in student engagement and learning.

Enrolment in Grade 12 STEAM courses by gender 2017-2018		
Subject Area	Number of Females	Number of Males
Arts	232	174
Math	1098	1434
Science	1039	891
Technological Education	374	721
Tecnology Dual Credit	62	78



PHYSICAL LITERACY

Beyond the documented benefits of physical activity on body health, physical activity has been associated with better cognition, brain function and mental health. The HWCDSB Board Improvement Plan for Student Achievement 2018-2019 includes physical literacy as a means to support student wellness and achievement based on the development of the whole person (spiritual, mental, emotional and social). Initiatives of the past year in support of students' physical literacy included building teacher capacity through the Ontario Physical Literacy Summit, the Hamilton Moves Project, and the Active Recess Project. Close to 98 DECE and Grade 4 & 5 teachers attended the annual summit which focused this year on the growing trend towards adventurous play. Another 108 staff, including 48 elementary school principals, completed the e-module training on Physical Literacy 101 through Sport4Life while DECE, and FDK and Grade 4 teachers received embedded training in Fundamental Movement Skills from Rising Stars as part of Year 2 objectives of the Hamilton Moves initiative. A Recess Project continues to promote L.E.A.D. (Linking the School, Energy on the Playground, All Play, Dynamic Leaders) training, physical activity, and playground equipment.



SERVING:

STEWARDSHIP & EFFECTIVE & EQUITABLE USE OF RESOURCES

“In the end everything has been entrusted to our protection and all of us are responsible for it. Be protectors of God’s gifts!”

(Pope Francis, Mass for the Inauguration of the Pontificate, March 2013)



This priority focuses on the allocation of human, physical and financial resources to align with and support the Board's Mission & Vision, policies, strategic goals and system priorities. It calls all to be good and prudent stewards of the gifts and resources entrusted to the care of the Board.

TECHNOLOGY

The 2018/2019 budget allocated \$100,000 for enhanced Internet access and Wi-Fi capacity in HWCDSB secondary schools to improve user experience at site through the installation of Defined Wide Area Network (SD WAN) appliances. The upgrade is in addition to an earlier investment of \$750,000 to achieve standardization in student

access to digital tools and devices in the elementary and secondary classroom. A number of iPads are purchased each year to replace older models and/or insert new technology into schools. In 2018-2019, approximately 2,000 iPads were purchased as part of the board's ongoing refresh cycle. The HWCDSB maintains a fleet of 9,200 iPads in order to achieve a 4:1 student to mobile device ratio.

BUDGET

In June 2018, the Hamilton-Wentworth Catholic District School Board approved a compliant operating budget of \$364,274,961 and a capital budget of \$36,616,814 for the 2018/2019 school year. The budget appropriated \$415,423 from

Board accumulated surplus to balance a planned 2018/2019 in-year deficit in compliance with Section 232 of the Education Act. The establishment of appropriated surplus has enabled the board to continue to support excellence and equity through the funding of priorities such as Equal Opportunities Initiatives, faith formation, the purchase of new elementary school religious education textbooks, student retreats, math special assignment teachers, enhancements in classroom technology, and the installation of artificial turf fields. Other investments were made in staffing, enhanced classroom/school technology, and staff compensation.

TRANSPORTATION

Student transportation continued to experience ongoing delays in 2018-2019 due to the school bus driver shortage which impacted service for 1,750 HWCDSB students from 32 schools on average each day. Efforts to retain and attract new drivers, including advertising, incentives and penalties, failed to produce any significant improvement in service levels. To mitigate against a funding shortfall and a possible 30% increase in transportation costs when bus operator contracts come due in 2021, the HWSTS Governance Committee approved a bell-time study in 2019-2020 to investigate the potential for greater efficiencies in bus routing. The study will also include a review of walking distances and exceptions.

FACILITIES/CAPITAL PLANNING

In its commitment to maintain and enhance school facilities, the HWCDSB allocated budget funding for the following capital/renewal projects: school renewal funding in the amount of \$4.5 million; \$7 million in school condition grants; portable moves; greenhouse gas reduction projects totaling \$780,000; and capital projects, including construction of the new Binbrook school and a replacement school for St. Patrick, as well as childcare centres at four Catholic elementary schools. In November 2018, new additions were officially unveiled at St. Jean de Brébeuf Catholic Secondary School. The additions, which included new administrative offices, a new main entrance, foyer and common space, five classrooms, a

universal washroom, and major theatre and music room upgrades, added 7,804 ft.² to the formerly crowded east Mountain secondary school. The new facilities, built at a cost of \$4 million, reduced the number of portable classrooms from 20 to 13. In other capital projects, artificial turf sports fields were installed at St. Mary Catholic Secondary School and Cathedral High School.

COMMUNITY USE OF SCHOOLS

The Community Use of Schools (CUS) program was established in 2005 to create “hubs for community activity” by providing access to school spaces outside of school hours for local not-for-profits (NFP) as well as businesses or organizations. In 2017/2018, the HWCDSB issued 2,238 permits for a total of 114,557 permitted hours. The largest proportion of user groups were NFP groups seeking subsidized space. Of these, youth in sport and recreational activities were predominantly served, fulfilling the intended target population of the grant/subsidy.



COMMUNITY PLANNING AND FACILITY PARTNERSHIPS

The Community Planning and Facility Partnerships (CPFP) Initiative provides a framework to support the development of facility partnership opportunities with community organizations while increasing school utilization and addressing unused classroom space. In 2018-2019, the HWCDSB partnered with 16 community organizations, including a number of childcare and EarlyOn centres and social service agencies, McMaster University, OECTA Secondary, Institute for Catholic Education, YMCA Immigrant Settlement Services, and the City of Hamilton library at St. John Henry Newman Catholic Secondary School. Enrolment and utilization are assessed annually to identify schools operating at less than 60% utilization. At present there are no schools that are under-utilized.

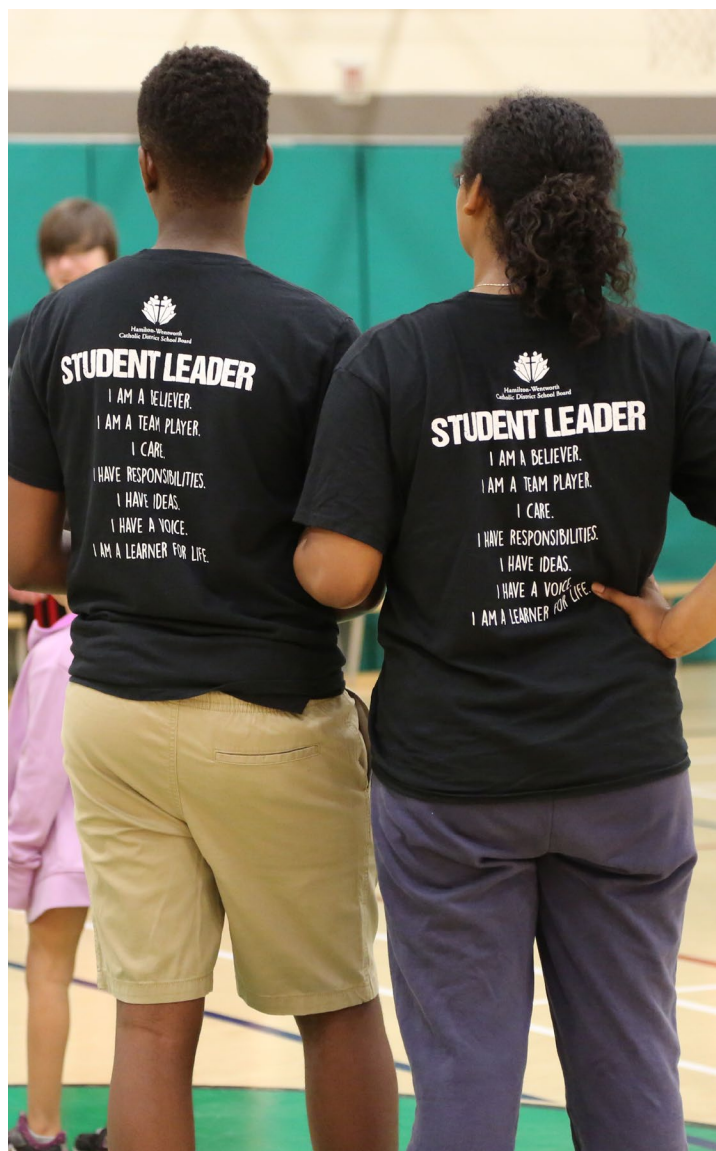


PARENT ENGAGEMENT/ COMMUNICATION

The HWCDSB continues to explore different strategies through which to increase engagement and ongoing interaction with parents and the broader Catholic community. Timely and relevant content is posted daily on the HWCDSB website and serves as a go-to source of information on school happenings, board initiatives, inclement weather notices, meeting schedules, school registration, school transportation, Special Education Services, Mental Health supports, Christian Service opportunities, and sports. The HWCDSB has had 11 million pageviews since 2010. The HWCDSB also has an active presence on social media, with 6,400 followers on Facebook, 2,200 on Instagram and 10,800 on Twitter. LinkedIn is used to advertise employment opportunities.

In 2017-2018, the HWCDSB piloted a myClass Parent Portal to promote communications between the home and school. MyClass Parent Portal is a tool that allows teachers to share information with parents about their children's learning as well as activities taking place in the classroom. The myClass parent portal will be piloted at five elementary schools. 2018-2019 was dedicated to in-servicing teachers in the use of the tool.

School Cash Online, a money management program implemented in 2014-2015, has provided schools with an integrated portal for managing, tracking and accounting for school generated funds, including an online payment module for parents. In 2018-2019, 79.84% of elementary schools and 76.87% of secondary schools had adopted the program, with utilization rates of 50.77% and 48.86% respectively.





Our journey began in 1855 with the arrival of the Sisters of St. Joseph who set about establishing the first Catholic schools. From the very beginning, Catholic education was a shared endeavour between the Church, the home and the school. Over the past 160 plus years, the Hamilton-Wentworth Catholic District School Board has built a rich tradition of excellence that continues to serve not only as a performance standard, but a defining characteristic of Catholic education in Hamilton-Wentworth.

BOARD PROFILE

Number of Staff: 4,795
Teachers: 2,367
Principals/Vice-Principals: 90
Senior Administration/Professional Support Staff: 113
Support Staff (Liuna/CUPE): 1,351
Other Support Staff: 874

Enrolment: 29,092.33

Elementary Enrolment: 18,821
Students enrolled in Full-Day Kindergarten: 3,549
ESL/ELL Students: 842
Students with Special Needs: 1,703
French Immersion students: 1,208
Self-identified Indigenous students: 140

Secondary Enrolment: 10,271.33
ESL/ELL Students: 888
Students with Special Needs: 2,101
French Immersion students: 157
Self-identified Indigenous students: 71

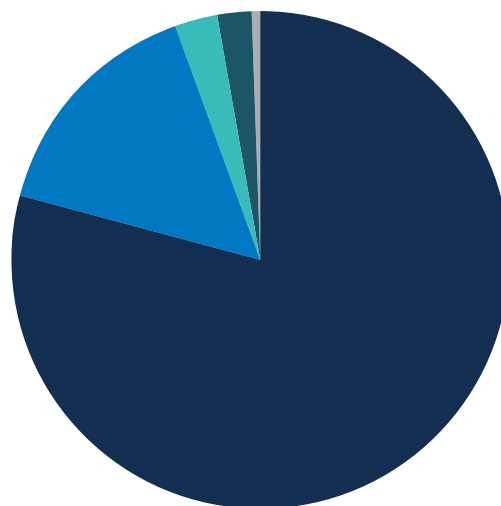
St. Charles adult learners: 2,546
St. Charles elementary/secondary program enrolment: 3,969

Average Class Size
FDK: 23.8
Primary: 19.1
Junior/Intermediate: 24.7
Secondary: 21.66

2018-2019

ACTUAL SPENDING

TOTAL EXPENDITURES: \$366,015,735
(YEAR ENDING AUGUST 31, 2019)



2018-2019

SENIOR ADMINISTRATION



From left, Assistant Superintendent Sandra Scime, Superintendent of Education Corrado Ciapanna, Superintendent of Human Resources Angelo Romano, Superintendent of Education Toni Kovach, Associate Director of Corporate Services Paola Pace-Gubekjian, Assistant Superintendent Greg Tabone, Director of Education David Hansen, Assistant Superintendent Julie Angiolillo, Superintendent of Education Sandie Pizzuti, Superintendent of Education Morris Hucal, Controller of Business Services Nancy DeGiuli, Superintendent of Education Ivana Fortino.

2018-2019

BOARD OF TRUSTEES



Mark Valvasori
Ward 1, 2, 15



Anthony Perri
Ward 3, 4



Aldo D'Intino
Ward 5



Joseph Baiardo
Ward 6



Patrick J. Daly
Ward 7



John Valvasori
Ward 8, 14



Louis Agro
Ward 9, 11



Mary Nardini
Ward 10



Phil Homerski
Ward 12, 13

TRUSTEE DISTRIBUTION

A change in trustee distribution structure was approved by trustees in March 2018 to align with new municipal ward boundaries identified for the City of Hamilton. Trustee determination and distribution are used to determine the number of trustee positions in the October 22, 2018 municipal/school board election and to distribute the positions equitably across the board's area of jurisdiction.

- **Ward 1,2 & 15: One to be elected**
- **Ward 3 & 4: One to be elected**
- **Ward 5: One to be elected**
- **Ward 6: One to be elected**
- **Ward 7: One to be elected**
- **Ward 8 & 14: One to be elected**
- **Ward 9 & 11: One to be elected**
- **Ward 10: One to be elected**
- **Ward 12 & 13: One to be elected**

The new Board of Trustees was officially installed at the Inaugural Meeting of the Hamilton-Wentworth Catholic District School Board on December 4, 2018 for a 4-year term of office, December 1, 2018 to November 30, 2022.



Hamilton-Wentworth
Catholic District School Board

Believing, Achieving, Serving